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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN

PSYCHOLOGY (FIRST SEMESTER)

Compiled by

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JC 690 42

PSYCHOLOGY OBJECTIVES: SET # 1

UNITS OF INDINUOUION

I. Psychology as a Gelence

Unit Goal I. The student will know the definition of psychology as a science.

Objective I. * In class, the student will festine the six steps of the scientistic method with 100% accuracy.

Objective II. * Curing one class period, in an essay of 100-300 nords, the student will indicate the difference between the scientific and teleplogical explanation of why the swallows come back to Capistrano in the spring.

Rado Oriterion 75% Olado reaching standard 50%

Objective III. " In class, the student will select one of the three "problem-solving" engariments presented and indicate both the dependent and independent variab with 100% accuracy.

Objective IV. O Outside of class, the student will visit a local business having at least three employees and after appropriate interviews will propose an experimenta design (350-350 words) to study "worker product-ivity" which will eliminate the "Hawthorne Offect"

Base Criterion 100 Class reaching standard 75%

Concepts to be learned

Scientific Method
Scientific and Teleological Explanations
Dependent Variables
Independent Variables
Intervening Variables
Control Groups
Hawthorne Effect

Test Items: See above *

Assignment: See above

II. Perception

Unit Goal I. The student will understand the physiological factors associated with the phenomena of perception

Objective I. Orally, in class, the student will indicate at least five of the eight generalizations in answer to the quastion, "Thy do we see what we do see."

Pre-test Case criterion 50 'Olass reaching standard 25%

Post-test Bace criterion 100% Class reaching standard 100%

II. PURGATURE continued

Objective II.

In class, the student will orally propose and carry out a simple experiment to explode the myth of the "five senses".

Bale Obiterion 100 Class meaching standard 100%

Unit Tool II.

The student the relationship of vision to the process of perception

Objective I.

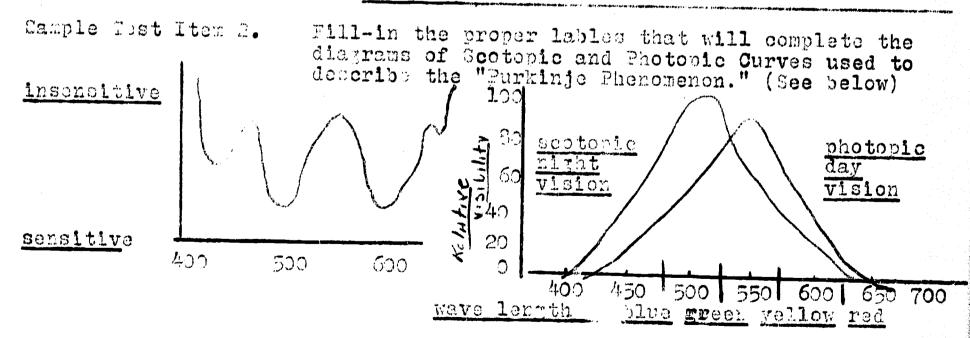
In class, the student will be able to correctly answer twenty of twenty-five test items on the "deplicity theory of vision."

Base oritorion 8) Olass reaching standard 60%

Sample Test Item 1.

hrite a short statement describing the four factors of anatomical evidence for the "duplicity of vision theory.

- A. Appearance: histology experts distinguish two kinds of structures, called role and cones
- 13. Heurological Connections: arrangement of nerve figres connecting ross and cones to CLS is centered in the foves, diving direct line to CK
- decrease in frequency as distance from fovea lncreases; rods are lost abundant on periphery
- D. How light reaches the Eods and Cones:resolution compensa as for the fact that light does not strike rods and cones as soon as it gets to the ratina



II. FERCIPIION continued

Objective II.

Outside of class, the student will write a 300-500 word esser describing the color vision theories of Young-Helmholtz and Hering.

Bass Criterion 100% Class reaching standard 100%

Unit Joal III.

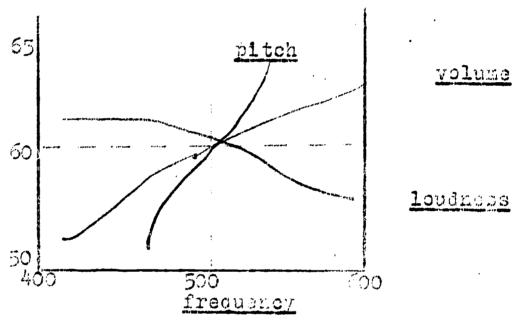
The student will illustrate the lack of a oneto-one correspondence between the dimensions of physical stimuli and the dimensions of experience as it relates to "Audition."

Objective I.

The student will be able to fill-in and correctly identify the variables associated with audition as presented in the diagrammatic sketch below.

Base criterion 100% Class reacking standard 75%

amplitude (decibals)



Define:

Pitch Volume Jenoity

Unit Goal IV.

The student will be able to avoid a naive attitude regarding the conept of "illusion."

Objective I.

In class, the student will write an essay of 100-250 words giving the ideational and realistic aspects to the old philosophical quastion:"If a tree falls in the forest and there is no one there to hear it, is there any sound?"

Base criterion 100% Class reaching standard 100%

Unit Goal V.

The student will understand the concept of movement as an organizing, problem-solving aspect of perception.

Objective I.

The student will write an essay of 100-200 words describing the "phi phenomenon", given the "pair of dots experiment". (see below)

Unit Goal VI.

The student will be able to determine the critical influence that social perception has on conformity.

Objective I.

The student will write a 500-700 word essay, out of class, addressing himself to the question, "Who am I"." Be certain to include the role that social perception plays on identity.

Bace criterion 100% Class reaching standard 10 /

III. GRAND THENES IN PSYCHOLOGICAL THEORICING

Unit Goal I. The student will be able to differentiate among the several themes of psycholgical theory.

Objective I. The student will write a short statement, in class, resolving the paradoxes presented by the list of opposed dichotomies presented below.

empiricism vs. nativism mechanism vitalism peripheralism centralism behaviorism Gestaltism clementalism wholism stirulus-response field theory

IV. MEASUREMENT IN PSYCHOLOGY

Unit Foel I. The student will learn what a graph or plot means

Objective I. The student will, outside of class, construct a graph which will illustrate the absolute limen (AL) or absolute threshold for the normal hearing to hard-of-hearing experiment

Base criterion SOT Class reaching standard 50%

Objective II. In class, the student will write a 200-300 word essay describing the relationship of the difference threshold (DL) (refering to a just noticeable difference (JND)) as applied to the Weber-Fechner Law. See Below

Base Oriterion 75% Class reaching criterion 75%

IND
first judged greater

75

50

second judged greater

region of uncertainty O difference between standar and comparison stimul

IV. HERMANIAT IN PROCHOLOGY continued

Unit Goal II. The student will be able to understand and apply the tools of statistical analysis

Objective T. In class, the student will indicate whether the difference in the given grade points between male and female students in psychology I. is due to chance variation or to some "real" factor. Student must include a one or two-tailed test and a standard error of the difference.

Pase criterion 80% Class reaching standard 75%

Objective II. In class, the student will compute a Chi-square from the data riven in order to express a "Bi-variate distribution as showing the relation, if any between two variables.

Base criterion 100 Class reaching standard 75%

Objective III. Provided the experimental data from the "Cartoon-test-for-Prejudice" the student will select the most appropriate measure of bivariate variation, plot the data and indicate in 75 words or less the degree of validation. (overnight assignment)

Base criterion 75% Class reaching standard 100%

Objective IV. The student will suscessfully answer 15 of 20 test items (multiple-chice) on the meaning of the coefficient of correlation.

Base criterion 30% Class reaching standard 100%

V. LTARNING

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Unit Goal I. The student will understand that learning is primarily a problem in reorganization, stressing the essential similarity of learning to perception

Objective f. In class, the student will write a 100-300 word assay on Pavlov's theory of conditioned response; essay to include explanation of both the law of reinforcement and law of extinction.

Base criterion 100% class reaching standard 100%

Objective II. In class, the student will list and define at least three major concepts associated with each of the learning theorists: Thorndike, Hull, Tolman, Guthrie and Estes with 100 of accuracy.

V. LING Continued

In class, the student will write an essay of 50-150 words describing the contribution of Pavlov, Liddell and Sutherland to the understanding of the relationship between learning and neurotic behavior.

Base criterion 100% Class reaching standard 75%

VI. PRUSTRATION

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Unit Goal I. The student will understand the concept of frustration as tied to a general behavior theory.

Objective I. In class, the student will write a 250-400 word easay indicating how the Yale Group (Dollard, Doob, Miller, et al.) took the concept of frustratiom away from Rosenzwig's intuitive, "artistic" notion and tied it to a more general behavior theory, Viz., Hullia. learning theory.

Pase criterion 30% Class reaching standard 75%

Objective II. The student, in class, will write a 100-250 word essay describing Brown-Parber's higher-order hypothetical construct theory of frustration.

Base criterion 100% Class reaching standard 80%

Objective III. The student will, outside of class, construct a paradigm showing Festinger's theoretical relationship between committive dissorance and frustration.

Base criterion 100 1 Class reaching standard 100 1

VII. FIRLDS OF FOYCTOLOGICAL INQUIRY

Unit Goal I. The student will have a general understanding of the methods and theory related to Developmental (child) Psychology

Objective I.. Outside of class, the student will write an essay describing the works of liaget and Feels in support of the two major principles of developmental psychology: (1) "All development proceeds in an orderly sequence," and (2) development is not always smooth but often occurs in spurts and stages."

Base criterion 100% Class reaching standard 100%

Unit 30al II. The student will be able to apply the appropriate methodology of Social Psychology to the problem of "race and ethnic relations in America."

VII. FIELDS OF PSYCHOLOGICAL INCHIEV continued

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Objective I. In class, the student will indicate the general characteristics of the projudiced person as presented in the Frenkel-Brunsvill study by selecting eight "high projudice" first impressions (from the list provided) of responses found on the anti-Semitism scale of the Thematic Apperception Test (TAT).

Base criterion 100% Class reaching standard 80%

Objective II. Provided a case study of episodic responses to the TAT, In class, the student will write a 200-300 word essay which will illustrate the three major projective findings associated with prejudice.

Base criterion 100% Class reaching standard 100%

Unit Scal III. The student will understand the basic determinants of intelligence and its relationship to educational psychology

Objective I. The student will write an essay of 300-500 words, outside of class, tracing the development of Binet's theory to its culmination in the Montessori and Summerhill educational programs.

Base criterion 1007 Class reaching standard 1007

Objective II. The student will write ancessay, in class, illustrating the evidence concerning "heredity as a determinant of intelligence." In 200-500 words, he will show how the above "fixed IQ hypothesis" related to integrated schooling issues in minority areas of Los Angeles.

Base criterion 1004 Class reaching standard 100%

Unit Goal IV. The student will have an undertanding of the focus and tools of Clinical Psychology

Objective I. Given the behavioral format for culturally defined "need-states" as they relate to mental health, In class the studen will write an essaw of 250-500 words describing at least five factors of "distortion" leading to physiological dis-equilibrium.

Base criterion 100% Class reaching standard 100%

Objective II. Outside of class, using the case histories provided, the student will write a 500-800 word prognosis for three of the five cases, utilizing six of the nine tenets for clinical evaluation.

Base criterion 100% Class reacting standard 100%

PSYCHOLOGY OBJECTIVES: SET # 2

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UNIT I - MAN STULTES HIMSELF

In order to understand and appreciate what the study of psychology is certain basic concepts must be considered. As in any field of study, the question what is it? Hod did it get here? What's the background? How is it approached? etc. must be answered.

General Objective:

The student will understand the relationship between and psychology to the other sciences and its historical background.

Specific Objectives:

1) The student will diagram the concept of "levels of integration" from physics to sociology and give at least one example of how the "change" at one "level" affects the next "level". (75%)



- 2) The students will match a list of 12 famous psychologists with a list of specific contributions made in the field. (70%) (e.g. Fechner, Pavlov, Wertheimer, etc.)
- 3) From a given description of approximately 25 words, the student will identify the particular method of study being employed. (e.g. field-study, experimental, survey, etc.) (70%)
- 4) In outline form, the student will list the usual steps taken in the "scientific approach". (75%)

General Objective:

The student will understand the environmental and heraditary factors and interactions in the functioning of the human organism.

- 1) The student will list Erikson's eight stages of psychosocial development in chronological order and identify the age group associated with each. (80%)
- 2) Given descriptions (paragraph) of "abnormal" maturation development, the student will select the endocrine gland and hormone probably causing the condition. (7)
- 3) Given the major blood stype (A,B,AB,0) of a mother and child, the student will determine the possible blood type of the father. Student will make a diagram of problem. (65%)

- 4) Given a case history of 750150 words, the student will outline in writing those factors which are indicative of heredity or environmental influences. (70%)
- 5) Outside of class, the student will devise in 500 words or less, a psycho-development theory of his own utilizing class-room concepts and his own frame-of-reference. (50%)
- 6) From a given description of a type of behavior, the student will select eitre Freudian or Erikson's theory as more effective in interreting the behavior. (65%)

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UNIT 2 MODIFICATION OF THE ORGANISM

Learning is popularly thought of as synonymous with improvement. While no one would deny this, it can also bring about undesirable changes too. The popular definition of learning must therefore include the acquisition of all new response patterns, desirable and undesirable. Learning is defined as a precess which results in a change in perceiving or responding after some environmental contact. This unit is concerned with various learning theories, generally accepted influences on learning and special problems related to learning.

Gen eral Objective:

The student will be able to identify ways of studying and measuring learning and understand the capacities of learning.

- 1) The student will define in 15 words or less the terms associated with the study of learning (unconditioned stimulus, conditioning, S-O-R, imprinting....etc.) 70%
- 2) The student will distinguish between sensory discrimination learning, motor skill learning and verbal (symbolic) 15%
- 3) Given 3-5 graphs with representative learning curves, the student will identify the type of curve and in 15 words for less, translate its meaning. (e.g. s-shape curve) 70%

- 4) The student will match a given list of learning techniques and/or influences with a list of short descriptions of what these techniques or influences are. 75%
- S) Given an approximate 25 words description of a learning problem, the student will select the most effective techniques to use in coping with the situation. (e.g. rewards, goal-directing, etc.) (75%)

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UNIT 3 ALJUSTMENT AND MALALJUSTMENT

Adjustment is a constant process of attempting to meet both our inner needs and the demands placed on us by our physical and social environment. These "forces" act upon us, giving vent to "motivation". What is motivation? how does it effect us? In this process of adjusting, a certain amount of frustration is inevitable. how a person deals with frustration is a measure of his mental health. To what degree of not adjusting (maladjustment) is a person mentally ill? What then can be done?

General Objective :

The student will be able to identify the various drives and effects of motivation.

Specific Objectives:

- 1) The student will list and define in 15 words or less, the biological drives in its generally accepted order of importance to the organism. 80%
- 2) Given a list of 15 psycho-socio needs, the student will match a list of definitions or descriptions.

 (e.g. ego-integrative, affiliation, autonomy, etc.) 70%
- 3) Outside of class, the student will write a 50-75 word illustration of how homeostasis recently worked in himself either on a biological or psychological level. 90%

General Objective

The student will understand the physical reposnes in emotion and the concept of the general-adaption syndrome. He will also know the basic emotional developmental concepts.



Specific Objectives:

- 1) The student will outline and define in 20 words or less, 6 to 8 types of physical responses to emotion (e.g. facial, glandular, neural....) 90%
- 2) Outside of class, the student will write in 100 words or less, the meaning of the James-Lange theory or the general-adaptation-syndrome of Hans Selye. 95%
- The student will dinstinguish between "inborn", conditioned and learned emothion by giving at least 2 examples of each. 70%
- 4) Given a hypothetical situation, the student will write in 75 words or less the degree of accuracy expected in using the polygraph (lie-detector test). 80% General Objective:

The student will know the major approaches to psychotherapy and the physical methods sometimes employed.

- 1) The student will outline the usual educational background of people doing various "types" of psychotherapy. (e.g. psychologists, psychiatrist, counselor, psychoanalyst,....) 70%
- 2) Given a 25-50 word description of a therapeutic situation, the student will select the method being used. (e.g. non-directive, chemotherapy, lobotomy,....) 70%
- 3) The student will differentiate and distinguish between two given types of therapy and indicate when each is used and under what circumstances. 65%



UNIT 4 KNOWING OUR WORLE

The previous units in this course have shown us the interaction of various processes in such abbitrarily chosen areas as development, learning, emotion and motivation. We "absorb" these factors through our sense organs and they are organized in each individual according to his cwn "frame-of-reference". now does information get through our sense organs? Why do we "perceive" what we do? What is the complicated process of thinking? To further the study of the numan organism, these precesses must be considered.

General Objective:

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The student will know the sense organs and their basic anatomy and/or function.

Specific Objective:

1) Given an unlabeled diagram of the human eye and

ear, the student will fill in the specified anatomical parts.

- 2) The student will define in 20 words or less, the terms associated with vision and hearing (e.g. dark adaption, Purkinge effect, diplopia, frequency, timbre.....) 70%
- 3) Outside of class, the student will write in 100 words or less, a paper on any one of the following:
 - 2) The theory benind the color-blindness test.
 - b) The difference between paint colors and light colors.
 - c) Why are we deaf to the "dog" whistle? 100%
- 4) The student will list and identify the remaining seven senses. 90%

General Objective:

The student will understand the principles of attention and perception and the relationship between the two.

- 1) Given a list of descriptions or illustrations, the student will match them with a list of appropriate attention factors. (e.g. postural, prepotency, suggestion...)70%
- 2) The student will illustrate or define in 20 words or less, factors that influence what we perceive (e.g. closure, figure-ground, social suggestion, fram e-of-reference....) 70%
- 3) The student will write in class, a 50 words or less report on his experience with the autokinetic effect. (Ir classroom facilities allow for equipment to be set-up).100%
 - 4) Outside of class, the student will write three con-



UNIT 5 PERSONALITY - ABILITIES AND MOTIVATIONAL FACTORS

Any definition of personality includes <u>all</u> traits and characteristics and the dynamics within the individual. It is the totality or the entire action and interaction of these factors that make up personality. For purposes of study, psychologists, as other scientists, try to isolate or consentrate on each factor separately. Such things as ability, intelligence and motivational factors will be considered in this unit. Present approaches to measuring these will be presented by giving the student an opportunity to take some of the available "tests" himself in a classromm setting.

General Objective:

The student will understand the terminology andmethods commonly used in measuring devices.

- (1) The student will define in 20 words or lews, the terms used in measuring devices (e.g. mean, mode, variability, correctation, validity.....) 75%
- 2) Given an M.A. (mental age) and a C.A. (chronological age), the student will determine the La and indicate degree of defectiveness or gifted. 80%
- The student will differentiate between the cross-sectional and longitudinal approach and indicate the drawbacks of each. 70%

clusions to a class experiment on the direction of sound as perceived by a volunteer student or students. 80%

General Objective:

The student will know the different approaches to explain thinking.

- l) Given a description of a "thinking" process, the student will select the type of thinking involved. (e.g. autistic, deductive, insightful....) 75%
- 2) The student will outline and illustrate, the 8 fallacies of thinking as discussed in class. 70%
- 3) The student will diagram and explain in 50 words or less, the science of Cybernetics or the Information Theory or Communication. 70%

WGeneral Objective:

The student will know theories and approached to the study of personality.

- X1) From a given 25 word description of a type of study, the student will select the method being employed. (e.g. phrenology, astrology, somatotypes....) 70%
- 2) The student will identity self-inventory tests from projection tests from a given list of currently used test. 80%
- 3) The student will attempt a rough" evaluation his own tests results on tests administered in class. (e.g. Kuder-Preference, Strong Interest.....) 90%
- 4) The student will match the appropriate test with a given description of the test. (e.g. Morschach, TAT.....)75%

man does not live in a vacuum. We have seen some of the internal influences on his behavior and now we will see some other forces acting upon hom to cause him to respond as he does. We live in a complex society where we are constantly bombarded with group pressures, ideas, community mores, laws, mass communication, etc. In order to understand what influences we are subjected to and how to interpret propaganda and other persuasive techniques, we must study group dynamics and the techniques presently being used. At least, armed with the "whys" and hows we can accept or reject these forces with a critical eye.

General Objective:

The student will understand the various influences the group has on the individual, effective group processes and effective leadership.

- 1) The student will select the most effective Communication Pattern (circle, chain, fork,) for a given problem solving situation. 65%
- 2) The student will list and define in 20 words or less, the eight principles of group dynamics. 75%
- 3) In essay form of 100-150 words, the student will be asked to chose an effective leader type for a given hypothetical group. He will indicate the characteristics of a good leader and the functions he will perform for the group in question.

General Objective:

The student will understand the psychological effectives of advertising and propaganda.

Specific Objectives:

- 1) Given a description or advertising slogan....
 the student will select the technique being used (e.g. institutional, motivational, ego-involvement....) 70%
- 2) Given a product or merchandise to be advertised, the student will write in 100 words or less, the method of research he would use for the particular product and the type of advertising he would use. 90%
- 3) The student will outline and illustrate the persuasive devices of propaganda. (e.g. band wagon, card stacking,....) 70%

General Objective: √ \.

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The student will know the various factors leading to compatibility in marriage, causing illegal behavior and prejudice.

- will analyze the facts given and suggest where the marriage went "on the rocks". (75 words or less) 80%
- 2) Given a description of a couple "going steady", the student will predict the possible compatibility in marriage and why: (75 words or less) 80%
- 3) The student will outline and describe the influences in one's life leading to delinquent behavior. (e.g. peer group, parental, environment,....) 70%

4) Given a present day prejudice problem (possibly recent newspaper accounts) the student will select the most effective means of immediate and non-threatening action to be taken. (education, intergroup contacts or legal action). 75%

General Objective: ✓ Q.

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The student will know the underlying factors in finding and keeping a job.

Specific Objective:

1) Outside of class, the student will write a 150-200 word paper on a vocation of his choice. He will include the demand, expected salary and requirements for the particular job. He will indicate the methods used in finding the job and type of dress, attitude and personality the employer is most likely to appreciate. 100%

PSYCHOLOGY OBJECTIVES: SET # 3

Objectives of Each Unit:

- Unit One: The Nature of Psychology as a Discipline
 - A. Major Concepts: the definition of psychology the methods of psychological science the role of theory in psychology measurement in psychology
 - B. Specific objectives
 - 1. The student will demonstrate the skills of understanding and application by answering correctly multiple-choice questions on the following terms

response stimulus behavior organism conscious processes comparative paych unconscious processes developmental vs interactive explanations explicit vs implicit movements concommitant variation correlation scatter diagrams (75%)

- Given brief experimental designs with the results listed graphically, the student will note the independent and dependent variables and whether the correlation is negative, positive, or negligible. (80%)
- 3. Given a specific hypothesis, the student will note which of the five methods of investigation would be the most appropriate. (70%)
- 4. Given specific broad assumptions in psychology, the student will relate it to one of the main theories of psychology. These theories are behavorism, S-R, Gestalt, Cognitive, and Psychoanalysis. (70%)
- In seminar discussion, the student will express his biases for certain areas and approaches in psychology. Justifications (80%) must be given.
- II. Unit Two: Growth and Development
 - the developmental viewpoint A. Major Concepts: stages in development personality development in early childhood bodily changes during adolescence the role of the adolescent
 - ecific objectives:
 - The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms:

(the terms related to infancy and childhood): critical stages critical periods an organizer maturation readiness to learn imprinting premature training environmental enrichconservation ment psychosocial stages psychosexual stages social attachments socialization sex-role identification love-oriented discipersonal identification pline consistency of personality sibling rivalry (75%) functionally autonomous

2. The student will note, given specific mal-adaptive behavior patterns, the incompleted stage to which the behavior belongs. Sullivan's and Freud's scheme should be used. (70%)

3. In 75 - 125 words, the student will review two experiments related to critical periods. The relation must be shown. (75%)

4. Given Hilgard's five generalizations about maturation and learning in infancy and childhood, the student will note which one accords with given experimental findings. (70%)

5. In seminar, the student will point out similarities between his own behavior traits and those of his family members. Confidential reports may be filed in lieu of oral reports. Sex-role linked traits should be included. (80%)

6. Given specific behavior traits of the age range 6-10, the S will note whether or not they are fairly consistent throughout adulthood. (80%)

7. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms related to adolescence and adulthood:

primary sex characteristics puberty secondary sex characteristics growth spurt adolescent awkwardness early and late maturer size-age confusion sex fantasies pre- and post-menarcheal taboos restrictive permissive parent problem initiation rites social conformity adolescemt subculture individual delinquency social delinquency masculine and feminine roles ideals and values activity vs disengagement for the aged (75%)

8. In 75 - 150 words, the student will cite three non-literate cultures that have different sexual roles than ours and them explain these roles. He will interpret the facts. (70%)

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- 9. Given specific behaviors, the student will note whether they are culturally associated with men, women, or both and whether they are culturally or biologically determined (primarilly). (75%)
- 10. In seminar discussions, the student will discuss the constituents of a happy marriage. Practicality should be the main consideration. (75%)
- 11. Given graphs without labels, the student will determine which set of variables is appropriate to the relations depicted. The sets will relate to: maximum growth rates; uneven growth rates of different body tissues; adolescent difficulties with the family; productivity curves of athletic champions and of superior scientists.

 (70%)

III. Unit Three: Motivated and Emotional Behavior

A. Major concepts: physiological needs as determiners of behavior basic motives with unspecified physiological correlates appetites and aversions: alternatives to need, drive, and incentive derived motives problems posed for a theory of human motivation behavior theory and behavior systems unconscious motives cognitive theory of motivation self-reference affective states emotions and motivated behavior emotional states as adaptive and disruptive

B. Specific objectives:

1. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice items on the following terms:

motives
directional aspects
local vs central determiners
preparatory activities
consummatory behavior
specific hungers
aversions
acquired incentives

activating and energizing aspects needs, drives estrus cycle instincts positive and negative incentives drive-incentive relations appetites acquired drives transformed motives (75%)

2. Given specific experiments that measure drives, the student will label the methodology used. (75%)



- 3. Given the specific states of 3 out of 4 needs (hunger, thirst, sex, and pain), the student will predict the state or level of the fourth need. (75%)
- 4. Given specific behaviors (or occurances), the student will note at which stage of the Need-Drive-Incentive formulation the behavior is most likely to be at. (70%)
- 5. In seminar discussion, the student will discuss activities in his own life that demonstrate "basic motives with unspecified physiological correlates". Insight and originality will be rewarded.

 (70%)
- 6. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms related to human motivation:

motivational disposition achievement motivation viscerogenic needs behavior theory cognitive theory dependency motive sadism dreams purposeful behavior strong-willed person profit motive self-consistency self-actualization deficiency motivation peak experiences

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motivational arousal affiliation motive psychogenic needs theory of unconscious motivation behavior system aggression masochism symbolic expression stop-plans levels of aspiration hierarchy of motives cognitive dissonance competency motivation "being" motives existentialism a la Tillich) (75%)

- 7. Given specific behaviors, the student will note from which motivations they probably arise. Various systems of motivation will be given: Maslow's, Murray's, behavior theory's, and cognitive theory's.

 (70%)
- 8. The student will note the relationships between these variables:
 achievement motivation -- a challenging situation;
 dependency motivation -- affiliation with organizations;
 childhood frustration -- later dependency behavior;
 punitive punishment by parent -- aggressive doll play;
 childhood activity -- aggressive acts;
 arousal of sexual motivation with and without classroom
 restraint -- symbolic expression of sex;
 level of aspiration -- difficulty of task;
 deficiency motives -- being motives (65%)
- 9. Outside of class, the student will write an essay (200-300 words) selecting one of the three theories of human motivation and defending it. Distinctions should be made between what best describes behavior and what helps people improve their behavior.

 (80%)

lo. The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms related to emotion:

> affective tone feelings emotion physiological differentiation of preferences emotions attitudes prejudices hedonism emotion as drive emotion as incentive emotion as accompaniment to motivated anxiety actions jealousy anger temperament mood psychosomatic disorders (75%)

emotional suppression

- 11. Given specific emotions, the student will classify them as pleasant or unpleasant, mild or intense. (80%)
- 12. The S will list 7/10 physiological indicators of emotional re-(70%)sponse.
 - 13. In seminar discussion, the S will discuss his preferences, attitudes, and prejudices. He will note both their cause and their rational support. (75%)
- 14. Given specific emotions in specific contexts, the student will indicate whether they are serving as drives, incentives, or accompaniments; where appropriate, he will note whether ithey are adaptive or mal-adaptive. **(7**5%)
- 15. In seminar discussion, the student will take a position on the overt expression of emotions and then he will defend it. using both a rationale and several concrete examples.

IV. Unit four: Learning and Thinking

A. Major concepts:

classical conditioning operant conditioning principle of reinforcement economy in acquiring skill and in rote memorization transfer of training teaching machines and programed instruction motivational control of learning anxiety and learning nature of thinking symbols and concepts language and thought problem-solving creativity



Specific objectives **B.**

The student will demonstrate the skills of understanding, analysis, and application by answering correctly multiple-choice questions on the following terms related to the nature of learning:

> learning classical conditioning unconditional stimulus conditioned stimulus reinforcement extinction trials delayed conditioning asymptote latency generalization semantic conditioning operant behavior operant strength secondary reinforcement shaping behavior

associative learning operant conditioning unconditional response conditioned response stimulus substitution spontaneous recovery simultaneous conditioning trace conditioning amplitutde acquisition rate gradient discrimination respondent behavior partial reinforcement token learning avoidance conditioning (75%)escape conditioning

- 2. Given specific learning experiments, the student will label the variables as US, UR, CS, or US, operant behavior, respondant behavior, reinforcer (positive, negative, or secondary). (70%)
- 3. Given mal-adaptive behavior, the student will (in an essay of 200-300 words) construct a therapeutic classical learning situation and a therapeutic operant learning situation. All appropriate variables must be labeled, including the specific kind of reinforcement.
- 4. In seminar discussion, the student will discuss instances of generalizations and discriminations that occured in his everyday life. Both common-place and dramatic illustrations should (80%)be made.
- The student will show understanding, analysis, and application skills by answering correctly multiple-choice questions on the following terms related to the management of learning:

rote memorization recovery-from-work theory differential forgetting consolidation theory serial position effect doctrine of formal discipline learning set

punishment

massed vs distributed practice whole-and-part method transfer of training mediated transfer learning to learn teaching machine and programs logical vs psychological organization of information intrinsic vs extrinsic rewards (75%) anxious learning



- 6. The student will put into practice the effective learning, (studying, digesting, etc.) skills discussed in class. (This will be determined by anelymous questionaires submitted at the end of the semester).
- 7. Given specific situations, the student will note the generally more effective method of learning within each of these sets:

a) massed vs distributed practice; b) whole vs part;

same stimulus, different response vs different stimulus, same response; d) knowledge vs no knowledge of results;

e) transfer through principles vs through specific responses. (80%)

- 8. In seminar discussion, the student will discuss specific learning sets that he adopts, along with suggestions for improvement.

 (85%)
- 9. Given specific goals in shaping behavior, the student will decide whether intrinsic, extrinsic, or both forms of reward are best.

 (75%)
- 10. Given: a) specific people with specific levels of anxiety;
 b) as confronted with specific task situations, the student
 will c) decide whether successful performance of the task should
 be helped or hindered.

 (75%)
- 11. The student will display skills of understanding, analysis, and application by answering multiple-choice questions correctly on the following terms related to thinking, language, and problemsolving:

symbols
directed thinking
denotative meaning
semantic differential
dimensions (3)
linguistic relativity hypothesis
pothesis
brainstorming
referents
associative to connotative to abstractions
generative to habitual set functional for scientific descriptions.

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referents
associative thinking
connotative meaning
abstractions vs things
generative theory for language
habitual set
functional fixedness
scientific discovery sequence
(75%)

- 12. Given a list of concepts, the student will rank them according to their level of concreteness. (80%)
- 13. In an essay of 75 125 words, the student will review two learning theories that explain the acquisition of language. (80%)
- 14. Given specific conditions of group compositions and of the nature of a task, the student will decide whether the task-problem is gest solved by the whole group or by the group's top man. (70%)

15. Given specific personality characteristics, the student will note whether they belong to a creative adult, a child, a brain-damaged adult, or to Mr. Average Man. (75%)

V. Unit Five: Individuality and Personality

A. Major concepts: averages and measures of variation statistical inference testing aptitudes and achievements tests of general intelligence adult intelligence extremes of intelligence stability of intelligence present status of ability tests principles of genetics heredity in animal behavior heredity in human intelligence and mental illness interaction of heredity and environment personality structure as a unique attainment type theories trait theories developmental theories

dynamic theories personality integration, concept of the self

B. Specific objectives:

1. The student will demonstrate...terms related to statistical methods and measurement:

class interval mean
mode median
normal curve skwed distribution
random distribution statistical inference from a
chance distribution sampling population

(75%)

- 2. Given two small sets of scores on a school exam (fictitious), the student will calculate the mean and median along with the range.

 (75%)
- 3. Given a set of figures for a group, the student will: make a frequency distribution with a set amount of categories; construct a frequency polygon; interpret the results. (75%)
- 4. The student will demonstrate the skills of ... on the following terms related to ability testing and measurement:

aptitude tests
general intelligence
I.Q.
intelligence
mentally retarded
stability of intelligence
environmental stimulation

achievement tests
mental age
item selection
mentally defective
mentally gifted
selective migration

(75%)

5. Given specific I.Q. scores, the student will label them and predict success in given occupations. (75%)

6. In seminar discussion, the student will discuss the intellectual level of the culturally deprived, the significance of it, and possible solutions to the deprivation. (75%)

7. Outside of class the student will write an essay (100-200 words) defending or criticizing the use of aptitude tests. The position should be stated clearly, with only a few reasons given and developed. (80%).

8. The student will demonstrate the skills of ... on the following terms related to behavior genetics:

phenotypes
chromosomes
dominance vs recessiveness
DNA
blood vs foster parents
potential for development

h . S.

genotypes
genes
sex-linked
mongolism
bright and dull strains of rats
identical vs fraternal twins
interaction of heredity and environment
(75%)

9. Outside of class the student will write an essay (100-150 words) reviewing one of the "heredity in animal behavior" experiments and then stating its implications for human behavior. (80%)

10. Given specific relationships between children and their guardians, the student will rank the likely correlations of I.Q. within each pair. (75%)

11. In seminar discussion, the student will discuss the significance of ILQ. studies that compare Negro (or other minority group) with Caucasian I.Q. scores. The discussion should include the Kent county project results, difficulties in conducting such tests, and the difficulties of solid conclusions. (70%)

12. The student will demonstrate the skills of ... on the following terms related to theories of personality:

personality
common experiences
identity formation
type theories
physiological type
theories
trait theory
cardinal, central, and
secondary dispositions
psychoanalytic theory
compulsive personality
learning theories
dynamic theories
conflicts
dissociation

personality structure individual reactions, experiences roll diffusion Sheldon's theory extroverts introverts Allport's theory of dispositions Allport's theory (scale) of values developmental personality theories fixation authoritarian personality role theories id, ego, superego personality integration (75%) self-perception

- 13. The student will briefly explain "identity formation" and then relate it to either his own life or that of an acquantance.

 This is an essay of from 200-300 words and is to be written outside of class.

 (75%)
- 14. Given specific behaviors (e.g., compulsive movements), the S will note whether they can most appropriately be interpreted by psychosexual fixation, learned habits or conflicts, or by role behaviors or conflicts. (70%)
- 15. In seminar discussion, the S will discuss the pros and cons of these personality theories: Williams' physiological, Jung's dichotomy, Allport's dispositions and values, Freud's psychoanalysis, Dollard and Miller's approach-avoidance conflicts, and Newcomb's role theory. Pros and cons must be developed; a clear summary of the theory must be made; limitations must be laid out. 70%)

VI. Unit Six: Conflict and Adjustment

A. Major concepts: conflict

frustration

immediate consequences of frustration

defense mechanisms

defense mechanisms and adjustment

the psychotherapies

B. Specific objectives:

1. The student will demonstrate ... terms related to conflict and adjustment:

conflict (Dollard, Miller) ambivalent frustration gradients symptoms block sy displaced aggression aggression faratasy apathy regression sterotypy self-deception defense mechanisms amnosia. denial rationalization projection dissociation reaction-formation excessive theorizing compulsion substitution repression overcompensation sublimation psychotic neurotic psychotherapy continuum free association psychoanalysis interpretation resistances working through transference unconditional acceptance client-centered therapy anxiety hierarchy counter-conditioning (75%) extinguish habits behavior therapy



- 2. Given specific conflicts, the S will note which type they represent, a la Dollard and Miller. Also, he will decide which is the best way to solve the problem (given alternative ways).

 (70%)
- 3. Given specific defensive reactions, the student will categorize its mechanism and point out its healthy counter-part. (75%)
- 4. In seminar discussion, the student will discuss ways to solve life problems. Specific examples need to be given (75%)
- 5. Outside of class, the student will (in an essay of 200-300 words) compare and contrast the therapies of Freud, Rogers, and Wolpe. (80%)

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